



Sandhills Middle

582 Meadowfield Road
Gaston, SC 29053

Grades	7-8 Middle School	
Enrollment	515 Students	
Principal	Justin Nutter	803-926-1890
Superintendent	Dr. Linda Hawkins	803-568-1000
Board Chair	Mr. Jim St. Clair	803-794-0645

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Below Average	Below Average
2004	Below Average	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

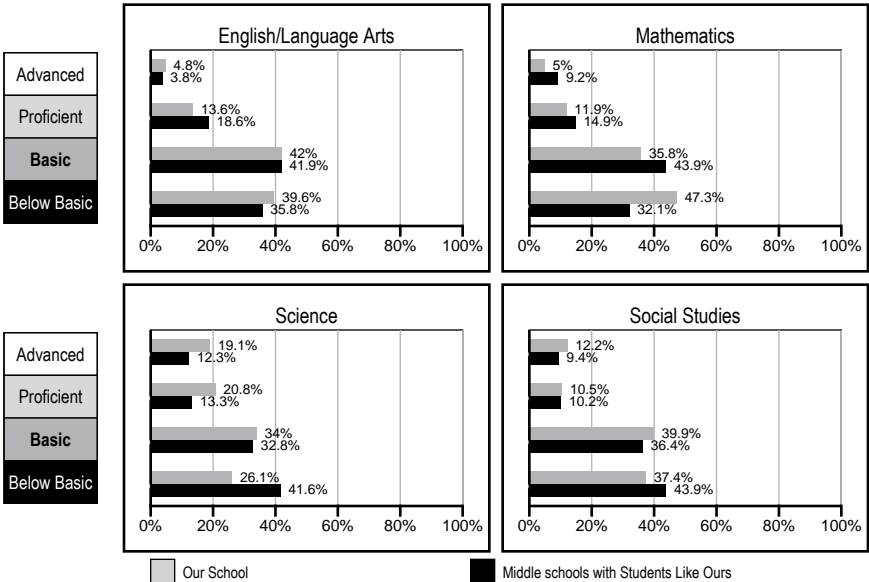
Percent of students tested in 2007-08 whose 2006-07 test scores were located 96.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	2	21	16

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	64.5	94.1
English 1	94.1	94.1
Physical Science	0	0
All Subjects	71.2	92.2

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=515)				
Students enrolled in high school credit courses (grades 7 & 8)	47.2%	Down from 53.0%	15.2%	19.4%
Retention rate	0.6%	Up from 0.5%	3.0%	1.8%
Attendance rate	94.7%	Up from 94.1%	95.4%	95.8%
Eligible for gifted and talented	14.4%	Up from 12.8%	11.2%	15.3%
With disabilities other than speech	14.0%	Down from 17.5%	14.0%	12.9%
Older than usual for grade	2.5%	Up from 2.2%	5.0%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.4%	Down from 5.5%	1.0%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	48.6%	Down from 50.0%	53.9%	55.0%
Continuing contract teachers	40.5%	Down from 67.5%	63.0%	70.6%
Teachers with emergency or provisional certificates	18.2%	Up from 6.9%	8.3%	5.4%
Teachers returning from previous year	73.7%	Down from 75.9%	80.2%	83.4%
Teacher attendance rate	93.8%	Down from 95.0%	95.0%	94.9%
Average teacher salary	\$37,807	Down 0.2%	\$44,443	\$44,706
Professional development days/teacher	14.7 days	Up from 14.5 days	12.1 days	11.8 days
School				
Principal's years at school	1.0	Down from 7.0	2.0	3.0
Student-teacher ratio in core subjects	21.7 to 1	Up from 20.7 to 1	19.9 to 1	20.1 to 1
Prime instructional time	86.8%	Down from 87.1%	88.7%	89.3%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.9%	Up from 94.0%	97.3%	98.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil*	\$7,595	Up 1.5%	\$7,499	\$7,097
Percent of expenditures for instruction*	54.6%	Down from 59.2%	64.0%	64.4%
Percent of expenditures for teacher salaries*	50.3%	No Change	58.8%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Students, parents, faculty, and staff at Sandhills Middle School are proud to work together to create an exemplary learning community that embodies our mission of “being and creating lifelong learners in a safe and supportive environment.”

During the 2007-08 school year, our learning community focused on building our capacity to actively utilize student performance data to inform and guide instruction. Our team continued to develop common formative and summative assessments in all content areas. The collaborative analysis of these assessments enabled us to intentionally focus instruction on specific student needs.

Our commitment to ensure student performance at the highest level was demonstrated in our focus on providing proactive assistance to academically and behaviorally at-risk students. We implemented a Response to Intervention framework to identify and address specific needs of at-risk students through the assistance of the entire school community. The formation of our STARS Team (Support Team for At-Risk Students) helped us mentor and provide individual assistance to students who need additional support to experience success.

Sandhills Middle continues to seek to meet diverse needs of our students by providing a program of courses that foster individual growth and career development. SMS is excited to be one of six middle schools statewide to participate in the South Carolina Algebra Project. This partnership helped our eighth-grade teachers and students meet the challenge of Algebra I at the middle level. The expansion of our Keyboarding I offering to seventh graders added to opportunities for our students to earn high school credit. Our gifted and talented students continue to participate in the Project Lead the Way pre-engineering and robotics curriculum. Our focus on the inclusion of special education students continues to provide purposeful and rigorous learning for all students. The formation of our jazz band, hand bell choir, and French exploratory classes added to our students' choices in the arts, which already included our award-winning band, art, and drama programs.

We congratulate our eighth-grade parents for having 100% participation in Individual Graduation Plan conferences with our career specialist and guidance department. Our parents have been outstanding in attending parent conferences, our third annual Parent University, and in their support of our students and school!

As we move into the 2008-09 school year, SMS is committed to continuing to establish high standards by creating a learning environment that ensures student performance at the highest level. Our future challenges include the continued utilization of data to inform instruction, the engagement of students in critical literacy across all subject areas, and the continued development of our systematic strategic intervention program.

Justin Nutter, Principal

Brian Marcum, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	231	95
Percent satisfied with learning environment	100.0%	62.0%	67.8%
Percent satisfied with social and physical environment	100.0%	71.4%	68.1%
Percent satisfied with school-home relations	89.7%	77.9%	65.6%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

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School Adequate Yearly Progress

NO

This school met 12 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	17.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	17.1%	0.0%	No
Student attendance rate	94.7%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	506	99.8	43	42.3	12.1	2.6	23.8	30.9	48.2	No	Yes
Gender											
Male	260	99.6	54.3	37.9	7	0.8	12.3	22.1	41.7	N/A	N/A
Female	246	100	30.8	47.1	17.6	4.4	36.1	40.6	55	N/A	N/A
Racial/Ethnic Group											
White	373	100	41.2	44.1	12.1	2.6	25.1	34.2	60	No	Yes
African American	104	100	51.5	36.1	12.4	0	18.6	21.1	31.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	24	95.8	38.1	42.9	9.5	9.5	19	22.7	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	77	100	87.3	12.7	0	0	1.4	9.7	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	13	92.3	63.6	36.4	0	0	0	17.8	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	355	99.7	50.5	38.8	9.5	1.2	19	24.7	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	506	100	33.4	47.9	12.8	6	29.6	37.9	45.8	No	Yes
Gender											
Male	260	100	37	46.5	11.5	4.9	28.4	37.2	45.6	N/A	N/A
Female	246	100	29.5	49.3	14.1	7	30.8	38.6	45.9	N/A	N/A
Racial/Ethnic Group											
White	373	100	29.4	49	15	6.6	34	42.7	59	Yes	Yes
African American	104	100	49.5	41.2	6.2	3.1	16.5	23.5	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	24	100	28.6	57.1	9.5	4.8	19	28.8	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	77	100	62	35.2	2.8	0	4.2	13.9	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	13	100	45.5	54.5	0	0	9.1	31.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	355	100	39.4	48	9.2	3.4	22.6	31.8	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	386	100	26.1	34	20.8	19.1	39.9	36	35.7	94.7	95.3
Gender											
Male	199	100	28.9	36.9	18.7	15.5	34.2	33.8	37.4	94.4	95.3
Female	187	100	23.1	30.8	23.1	23.1	46.2	38.3	33.8	95.1	95.4
Racial/Ethnic Group											
White	287	100	25.8	29.9	22.7	21.6	44.3	41.3	49.2	94.2	95
African American	77	100	29.6	47.9	14.1	8.5	22.5	18	17	96.4	96.5
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	96.4	95.4
Hispanic	18	100	23.5	35.3	17.6	23.5	41.2	28.9	24.9	95	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	93.3	92.5
Disability Status											
Disabled	58	100	57.7	34.6	3.8	3.8	7.7	14.3	14	93.5	94.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	50	50
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	12.5	24.4	95.3	96.6
Socio-Economic Status											
Subsided meals	268	100	31.8	37.6	17.6	13.1	30.6	27.3	21.1	94.4	95

Social Studies

All Students	381	99.5	37.2	40.1	10.5	12.2	22.7	30.7	34	94.7	95.3
Gender											
Male	199	99	41.1	37.3	9.7	11.9	21.6	31.2	36.6	94.4	95.3
Female	182	100	32.9	43.1	11.4	12.6	24	30.2	31.3	95.1	95.4
Racial/Ethnic Group											
White	278	100	36.4	39.5	10.1	14	24	32.3	44.5	94.2	95
African American	79	98.7	41.7	43.1	12.5	2.8	15.3	26.1	19.1	96.4	96.5
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	96.4	95.4
Hispanic	20	95	33.3	33.3	11.1	22.2	33.3	27.7	27.5	95	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	93.3	92.5
Disability Status											
Disabled	60	98.3	77.8	16.7	1.9	3.7	5.6	16	14.4	93.5	94.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	50	50
English Proficiency											
Limited English Proficient	12	91.7	45.5	36.4	18.2	0	18.2	21.9	27.3	95.3	96.6
Socio-Economic Status											
Subsided meals	268	99.3	42.2	41	9.8	7	16.8	24.5	21	94.4	95

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	245	100	44	40.9	13.3	1.8	15.1
	8	288	98.6	45.9	40.9	10.4	2.7	13.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	261	100	44.4	43.5	10	2.1	12.1
	8	245	99.6	41.6	41.1	14.3	3	17.3
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	245	100	28	52.9	14.7	4.4	19.1
	8	289	99.3	47.3	41.6	8	3.1	11.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	261	100	22.2	49.4	18.4	10	28.5
	8	245	100	45	46.3	6.9	1.7	8.7
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	245	100	37.5	32.1	19.6	10.7	30.4
	8	145	100	49.6	35.3	9	6	15
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	261	100	23.4	38.5	19.2	18.8	38.1
	8	125	100	31.6	24.8	23.9	19.7	43.6
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	245	100	45.1	29.9	9.8	15.2	25
	8	143	98.6	57.4	38.8	3.1	0.8	3.9
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	261	100	38.5	35.1	10.5	15.9	26.4
	8	120	98.3	34.5	50.4	10.6	4.4	15

Abbreviations for Missing Data

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